

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Non-Public School - 13PV54**

	<b>Charter</b>	<b>Title 1</b>	<b>Magnet</b>	<b>Choice</b>
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Dr. Kathleen Norris

Official School Name: St Paul The Apostle Catholic School

School Mailing Address: 61 Moss Road  
Westerville, OH 43082-9054

County: Franklin State School Code Number\*: 058115

Telephone: (614) 882-2710 E-mail: kanorris@cdeeducation.org

Fax: (614) 882-5998 Web site/URL: stpaulk-8.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mrs. Lucia McQuaide Superintendent e-mail: cmcquaid@cdeeducation.org

District Name: Diocese of Columbus District Phone: (614) 221-5829

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Anne Leithauser

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

Questions 1 and 2 are for Public Schools only.

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### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 4

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	45	45	90
1	48	36	84
2	44	47	91
3	39	50	89
4	52	53	105
5	41	53	94
6	52	44	96
7	54	49	103
8	47	43	90
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			842

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
2 % Asian  
1 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
92 % White  
2 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 3%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1, 2011	825
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 0%  
Total number of ELL students in the school: 0  
Number of non-English languages represented: 0  
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 5%

Total number of students who qualify: 42

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%

Total number of students served: 37

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>26</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>9</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>12</u>	<u>2</u>
Paraprofessionals	<u>5</u>	<u>15</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>28</u>	<u>4</u>
Total number	<u>74</u>	<u>21</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

31:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	3%	4%	4%	3%	3%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
<b>Total</b>	<u><b>0%</b></u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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On a warm summer day in August of 1961, with their belongings packed tightly in a large station wagon, four sisters set out for their new assignment at a small but growing parish of St. Paul the Apostle Church in Westerville, Ohio. While their work had yet to begin, the parish and its young pastor had already begun laying the foundation upon which 50 years of tradition would follow. On September 6, 1961 a modest teaching staff of seven welcomed 218 children through the doors of the new St. Paul the Apostle School.

From these humble beginnings, the community of St. Paul School has flourished in nurturing the intellectual, social, and spiritual growth of the innumerable young children who have passed through its doors in the 51 years that followed. Student enrollment has grown nearly four-fold to 842 students and the modest staff of seven in 1961 has blossomed to over 60 teaching and administrative professionals. On Tuesday, September 25, 2012 the school celebrated its 50<sup>th</sup> year anniversary with a Mass to re-dedicate the school and recommit ourselves to the school's mission of teaching, living, and learning in the Light of Christ.

Today St. Paul School is an integral part of a parish community comprised of approximately 15,000 members. St. Paul School is the largest elementary Catholic school in the Diocese of Columbus. Enrollment has remained strong over the past decade due in large part to high levels of faith-based academic achievement framed within a spirit of community that encompasses every person whose life is affected by St. Paul School and whose lives affect ours.

St. Paul School has a proven record of high levels of student achievement as evidenced by our test scores on the Terra Nova achievement test. Test scores in all content areas remain higher than local and state levels. The school maintains a rigorous curriculum and high expectations for students at all levels of ability. The administration strongly supports and cultivates the professional capacity of teachers, parent-community ties, and the school's learning environment.

The majority of students who graduate from St. Paul attend either St. Charles Preparatory School or St. Francis DeSales High School. Both high schools award merit based scholarships averaging at \$80,000 per year to our graduates. Graduates also attend one of many public and private schools within the Westerville area. St. Paul students continue to excel in high school as evidenced by honor roll statistics and the number of St. Paul graduates who have been awarded National Merit Scholarship status.

St. Paul School promotes and models the "Good News" by incorporating the message into every aspect of our existence. We are committed to excellence and the belief that each student is a valued person with unique physical, social, emotional, and intellectual needs. Instructional strategies, course offerings, and daily activities are integrated into the development of the whole child. Teaching and learning are directed toward helping all students become more confident and self-directed lifelong learners. Teachers, administrators, parents, and students share the responsibility for student learning and for advancing the mission of St. Paul School.

Extra-curricular activities and opportunities for extending what is taught in the classroom are provided. Choral music programs, band, string, Jazz band, student council, aviation club, chess club, Spanish club, and Power of the Pen are among the extra-curricular/enrichment offerings. Classroom teachers serve as the advisors for the activities with the support of parents and the administration.

St. Paul school is committed to the development of awareness and support for those less fortunate in our local and world communities. We model Jesus' call to serve others by reaching out with discipleship programs throughout the school year at every grade level. Yearly food drives and collections of personal care items are sponsored to support organizations such as Westerville Area Resource Ministry and the

community of Holy Rosary St. John. Each grade level participates in a year-long service project such as visiting nursing homes, adopting an elderly shut-in, or making sandwiches to feed the homeless of the Columbus area. Projects also include partnering with Westerville Rotary to raise money to buy Spanish books for students in Ecuador, selling pulseras made by Nicaraguan orphans and families, 4<sup>th</sup> grade blanket making for Birth Right, and a World P.E.A.C. E. (People showing Empathy and Compassion for Everyone) prayer service to name a few.

In all these ways the administration, teachers, parents, and staff of St. Paul School are committed to providing a Christ-centered learning environment that challenges each child to strive for the highest possible level of spiritual and academic formation. Working together they imbue a love for truth and learning in each student.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

a). St. Paul utilizes multiple assessment strategies to help us quantify our level of academic success. We collect data on the number of our former students who pass the Ohio Graduation Test, number of current sixth, seventh, and eighth graders who are identified as gifted, trends of growth in language and math, obtained versus anticipated scores on the Terra Nova Achievement Test, and gross national percentile rankings for each grade level. Our primary assessment tools are the Terra Nova Achievement Test and the In View Aptitude Test. These are administered concurrently to grades three through eight every October. One measure of success for which we strive is a cumulative score for each grade in the 75<sup>th</sup> percentile or above in all five sections of the test: reading, language, math, science, and social studies. We also look closely at data indicating our students are achieving above the level predicted by their scores on the In View School Aptitude Test. This is generated by a comparison of students' aptitude and achievement scores. Scores that are greater than predicted are an indication of student effort and hard work. Individual student and classroom data are used for identifying strengths and weakness of each student and groups of students within each classroom.

b). Terra Nova scores for 2010 through 2012 show that St. Paul students scored in the top 15% of schools nationally in all grade levels (in both math and reading) using the national percentile of mean normal curve equivalent. Performance trends at St. Paul School have been stable in recent years with incremental growth in language arts and mathematics. From 2008 to 2012, our former students attending St. Francis DeSales High School averaged 98% passing on the citizenship section of the Ohio Graduation Test, 98% on math, 99% on reading, 95% on science, 99% on writing, and 93% passed all five portions of the test. Nearly 60% of all our sixth, seventh, and eighth graders qualify as gifted by scoring in the 95<sup>th</sup> percentile or above in some portions of the Terra Nova test or 128 or above on the In View. Our Terra Nova scores in language arts for 2010 and 2011 showed a range from the 65<sup>th</sup> percentile (3<sup>rd</sup> grade, 2011) to the 90<sup>th</sup> percentile (8<sup>th</sup> grade, 2011). The overall average was approximately in the 77<sup>th</sup> percentile. The range in reading for that period was 70<sup>th</sup> to 85<sup>th</sup> with an average again around the 75<sup>th</sup> percentile. The range of grade level scores on math for those years was 68<sup>th</sup> percentile to the 83<sup>rd</sup> with the overall average again hovering at the 75<sup>th</sup> percentile. With a few exceptions, our obtained scores have been consistently higher than the scores anticipated given our students measured level of aptitude on the In View school skills aptitude test.

The performance trends in our St. Paul data tables indicate incremental gains during the recent past. There have been neither significant gains nor losses over the past five years in math or reading, since we were already performing at above projected levels. Math instruction has been modified during this period of time with math strands, ability grouping, and implementation of the "Simple Solutions" program. The latter has contributed to a growing enthusiasm among students for mathematics and science. The cross curricular expansion of both reading and writing has also reflected positively in our standardized test scores, which were already at above projected levels of performance.

Assessment data are used for the performance enhancement of individual students, for each classroom, and for St. Paul School as a whole. In addition to national percentile rankings, anticipated national percentile rankings, grade equivalency, normal curve equivalency, and local percentile rankings, each student is assessed a mastery rating for subcategories in each of the five content area categories. Reading and language have eight subcategories, mathematics has nine, science five, and social studies four. The classroom data reveals the status of each student and groups them according to "high mastery, moderate mastery, and low mastery". This is graphically illustrated in easy to interpret graphs and charts. This data is used to identify strengths and weaknesses in each class as well as sub groupings according to achievement level. At a glance the classroom teacher can tell the percentage of his or her class that has been measured as high mastery in sentence structure, geometry and spatial sense, or history and culture.

Teachers can plan their instruction accordingly to avoid redundancy and to achieve student progress in areas of weakness or stretch student learning and thinking to add rigor to the learning plans. Critical thinking skills and justification of answers have both been part of the teaching staff vocabulary and accreditation goals for several years. In the most recent year's data, there are no achievement gaps; St. Paul students are on target or above in their performance compared to their anticipated performance.

## **2. Using Assessment Results:**

a). St. Paul School believes that it is imperative that our school has administrators and teachers who are prepared to provide an exceptional educational experience for students that is of the highest academic quality. Ongoing and authentic assessment provides a comprehensive picture of individual student's understanding and achievement. We believe that assessment should be used to evaluate the students' ability to apply their skills to authentic tasks and projects.

St. Paul School assesses student progress using the Terra Nova and InView. The administrators share the test scores each year with the entire faculty. The results are organized into charts that denote strengths and weaknesses as well as progress over time. Weak strands are identified by the teachers in grade level bands. This information is then disseminated to the entire faculty. The faculty works together in collaborative teams to determine which standard area needs to be strengthened or remediated.

In addition, individual students whose obtained scores fall below expected gains are identified. The Intervention Assistance Team comprised of teachers, the school intervention specialist and the student's parents meet to determine needs of the child. Teachers then work closely with the student and his/her parents to determine where the student is falling short and what interventions can be put in place in the classroom and at home. In some cases, the student is referred for further testing by the school psychologist and learning specialist.

While Terra Nova results and exit exams play an important role in using assessment results, both pre and post testing become a more integral part of our daily instructional and diagnostic strategies. Annual data from state assessments provide only a snapshot of where students are at a single point in time. Daily instruction continues between when the tests are given and when the results are returned to schools. Teachers must know on a daily basis where their students are in relation to the content standards to have the necessary information to form and drive instruction. Our focus has shifted to the learning process with an emphasis on critical thinking and justification of answers as evidenced in student artifacts. The goal is to report learning, not just grades or percentages, to students and parents. Teachers provide interim reports to parents to inform of progress toward reaching intended learning outcomes. Teachers have also shifted planning to incorporate the construction of the assessment at the beginning of the lesson planning process to ensure that the learning outcomes are addressed throughout the instructional process. Key knowledge and skills are then clearly defined and the students are expected to defend responses to the learning. Expectations are clearly defined through the use of rubrics and are transparent from the beginning of the instructional unit to its completion.

Our school supports the belief that we need to monitor student performance on an ongoing basis. If we are ever to know how we are doing, we will need to know where our students are. Examples of questions our teachers ask, when looking at assessment results are: Which students are proficient? What evidence do I have that those students are proficient? What evidence do I have to identify what students who are not proficient still need to learn? We reflect on our assessment results to know how to best use instructional time and to identify students in need of specific instructional interventions.

b). Progress to parents, students and community is shared in various ways including *The Westerville Suburban News*, parish newsletters that reach over 4,700 families, our school website, progress reports and individual assessments that are sent home and require a parent signature. Our Terra Nova and In View scores for grade level are shared through electronic letters that detail anticipated/obtained data; these are regularly sent to the school stake holders. We also partner with Battelle's Value Added Program on the effective utilization of the data which is shared in Diocesan publications. Science fair, in particular, garners statewide recognition for our middle school students, who out-perform high school students in their research and projects. Power of the Pen is an academic writing competition in which our students annually receive statewide attention for reaching the state level at the College of Wooster. One of The Ohio State University publications included an article about our Aviation Club and invited us on a private tour of OSU Airport. Two of our eighth grade students were invited to attend OSU aviation design classes in 2010.

### **3. Sharing Lessons Learned:**

Kindergarten teachers attend Diocesan grade level meetings to share key learnings, strategies and methodologies among peer teachers. These meetings are hosted in the various kindergarten classrooms throughout the city and were originally formed to give support for smaller schools that only had one kindergarten teacher in the building. More recently, teachers addressed which standards to include on progress reports as we transition to Common Core Standards.

Literacy Connection – Two St. Paul National Writing Project mentor teachers, (one of whom is founding member and current president) are on the board of this Columbus area series of classes with noted authors to explore 21<sup>st</sup> Century Learning, Common Core issues, and instructional techniques. Notables in education such as Debbie Miller, Lester Laminack, Donalyn Miller, Katie Wood Ray, Ralph Fletcher, Carl Anderson, Cris Tovani and others, dating back to the founding presenter, Donald Graves, present at Literacy Connection master classes. Attendees study the book of the current year's featured author for several months. At the end of the study they attend a live feed of a "master teacher" session in an actual classroom with students, thus allowing the book to come to life in its applications. The next day, the presenter collaborates with the attendees on incorporating these practices into their own classrooms. Educators from the central Ohio area attend these meetings. Graduate credit is offered for this program. The two St. Paul teachers will be conducting a session for the Literacy Connection at our school in February of 2013.

Ohio Catholic School Accrediting Association conferences are held every other year. Individual presenters from the diocese conduct interactive master classes on topics that range from ADHD to the Holocaust. This sharing of information is not limited to the classes; teachers discuss and formulate ideas throughout the entire conference. Teachers may also compose a 1,000 word recap of the experience and submit to the University of Dayton for graduate credit. This meeting not only showcases the talents of teachers within our own learning community, but also reaches beyond our immediate community into other parts of the state and country.

Earth Exploration Master's Program – Our sixth grade English/language arts teacher studied in Belize as part of Miami University's collaborative learning project. She studied with the local community, educators, and conservationists to bring a more global understanding and perspective to not only her local classroom, but to theirs, as well.

### **4. Engaging Families and Communities:**

At St. Paul School, we realize the value of connecting parents and community members to what is happening both in the classroom and in the school as a whole. We have established/created several ways

to help parents and the community to partner with our school to help create the best learning and teaching environment for our students.

St. Paul School redesigned the school website during the past year to incorporate a more interactive format to engage and educate our learning community. Our principal also reformatted “The Quill”, our school’s monthly newsletter. Several opportunities are scheduled throughout the year to invite parents and community into our building. These include our Curriculum Nights in early September, Catholic Schools Week, parent-teacher conferences in November, and an Open House. We also extend invitations to the parents and public in our Performing Arts evening events that include jazz band, musicals, choral performances, and art shows.

D.A.R.E. is a program that educates students and parents about the dangers of substance abuse and includes educational collaboration with the Westerville Police Department. Officers work for an entire semester with fifth grade students and conduct a refresher course with seventh graders.

We believe in service at St. Paul and participate in raising funds and conducting food drives for W.A.R.M., the Westerville Area Resource Ministries rooted in St. Paul Parish. This organization serves the needy in our local community. This year, students reached out further into the global community by raising \$1230 and collecting 487 coats for victims of Hurricane Sandy. Further, our students conduct monthly sandwich making sessions and perform a broad multitude of individual service projects. In our effort to reach out to those less fortunate in both our local and world communities, St. Paul School raised over \$5000 by selling pulseras to aid those in impoverished areas of Nicaragua. Students also created bilingual posters to raise awareness and collect funds to send to Ecuador. We communicate these accomplishments to parents through newsletters, the website, e-mails and blogs.

Our certified school nurse provides our school and families with community information regarding health issues and has led to our school being designated the Buckeye Healthy Schools Award. She is on the Medical Reserve Corps, participated on the H1N1 Task Force administering inoculations throughout the community. She provides training for our entire teaching and support staff that leads to individual certification in CPR, first aid and the administering of medication.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

St. Paul School is in compliance with the program's foreign language requirements. Spanish is taught by a certified foreign language teacher for a full year to students in grades 6 through 8. All 6<sup>th</sup> and 7<sup>th</sup> grade students are required to take Spanish. Seventh grade Spanish is scheduled for 120 minutes per week. Eighth grade Spanish is taught for 160 minutes per week. An average of 64 per cent of 8<sup>th</sup> grade students take Spanish. These students typically test into high school at a Spanish II proficiency level.

Our English/language arts curriculum stresses the importance of reading, writing and speaking. Teachers focus on incorporating a broad range of informational and challenging texts. Students are able to adapt the form and content of their learning to accomplish specific tasks utilizing proper conventions while including higher order vocabulary and analytical skills. Strength in the curriculum is evident in our Battle of the Books and Power of the Pen teams and the high percentage of students who qualify for OWJL camp (a program of challenge and enrichment for gifted and talented middle school students).

Our social studies curriculum is rigorous and progresses across grades in an in-depth manner, incorporating history, geography, government and economics. The lessons constructed from our curriculum instill in the students sound knowledge, understanding and skill developments. The integration of content areas proves beneficial in settings outside the classroom. St. Paul students score well at the state "We the People" competition in which they have to use their knowledge in English/language arts and social studies to compete in a mock congressional hearing. They have to defend their position before a panel of professionals and are scored on the depth of their knowledge and ability to present it persuasively.

St. Paul's math curriculum clearly indicates what students should understand and be able to perform. Students must be able to justify their answers and identify the mathematical rule that was used in their deductive reasoning. The program offers intervention and individualization of instruction. Students are placed into classes based on ability, not grade level. Many of our students take high school level math and are placed in advanced classes in high school, while others may be in a group lower than grade level.

Our science program incorporates Common Core strategies by stressing creativity, innovation, critical thinking, project-based learning, technology, and science inquiry. Lessons are created that enable students to master their specific grade-level content and transition smoothly to the next grade level. The dedication to science fair in junior high helps prepare students for success in college and career readiness through the rigor of the writing and the opportunities to present. Forty percent of science fair participants place at the district level each year. Eighteen per cent of the students who place at the district level also place at the state level.

Our health and physical education department has adopted methods of instruction that focus on developing skills that enable students to grow spiritually, physically, mentally and socially. Lessons focus on individual and collaborative learning where students have to analyze data and situations to create their own positive learning outcome.

Our visual and performing arts programs align with the philosophy of differentiation by using technologies such as audio video recorders in band and strings in order to watch, listen and self assess. Faculty members often re-write portions of music to highlight strengths of students or support learning in difficult areas. Elements of analysis and reflection are evident in both the visual and performing arts programs.

Students are immersed across all grade levels in technology enhanced activities that promote college and career readiness.

## **2. Reading/English:**

Reading levels are determined using results from the STAR and Harcourt Reading Programs. Teachers are able to match materials with individual students and identify significant gaps that might require a change in instructional approaches. Teachers also incorporate vocabulary strategies as part of individual lessons; introducing and reinforcing vocabulary leads to increased understanding and better student engagement in every subject. Teachers use comprehension tactics such as pre-reading and summarization to provide an opportunity for students to be more engaged in the required reading.

Elementary teachers collaborate to transition into the Common Core Standards. Students are introduced to more non-fiction at an early age to help prepare them for the more sophisticated learning required. Scaffolding and differentiated learning become key components of not only reading, but math, science and social studies, as well. Critical thinking and writing across the curriculum are also stressed.

**Kindergarten** uses Raz Kids computer program, a leveled book room, to differentiate instruction among emergent readers while the Letter People Program introduces letter sounds and skills.

**1-4:** The Harcourt Reading Program allows for continuity in the reading program and assists in helping teachers create reading groups based on the students' reading levels and interests. Teachers also interpret the STAR Reading Test results in order to properly place the students at the correct level. Those students in need of intervention work with our in-school reading specialist. Classroom teachers provide one-on-one tutoring after school for those students needing additional support, while our intervention team works with older students on enrichment opportunities for those students above or below grade level performance. Fourth grade fosters more independence by adding literature circles that challenge the students by asking them to question, infer, summarize and report back to the circle and to the teacher.

**5-6:** Students continue to assume more ownership of their reading development as suggested by the Common Core Standards. Teachers increase their use of non-fictional selections and have also collaborated in reading across the curriculum, specifically in math, science and social studies. Fifth grade uses charted data to track both literal and critical comprehension, allowing the teacher to adjust and differentiate lessons. Sixth grade continues scaffolding by incorporating debate, research, compare/contrast essays and high interest literary magazines into the curriculum. We are expanding the updated version of the Language Arts Simple Solutions series as an additional tool in stretching and reinforcing student learning.

**2b). Junior High** - College and career readiness are addressed by the undertaking of a major research paper. These 1000 word research papers are written in MLA format with internal quotes and citations, academic language, and a formal works cited page. Science and language arts teachers collaborate on this project, which spans two quarters and culminates in participation/competition in the Harpster Science Fair, and for many, the advancement to District and State Science Fairs. Judges are professors and scientists who are highly complementary of the higher level thinking and writing exhibited by our students; our students have even been published and invited to present to the Ohio Academy of Science. St. Paul students often place higher in the percentage progressing to the state level as compared to many area high school students. While the process of completing these projects is a stretch for some of these students, the dedication and commitment of our faculty fosters the rigor that enables the students to succeed in a highly competitive environment.

Students are required to read at least two books per quarter independently, in addition to classroom selections. In preparing with the Common Core, students must include at least one non-fiction selection per quarter. Middle school also promotes cross curricular reading and writing by including such projects as the gyrocopter study, a natural resources project, and a social studies “Around the World” multi genre assignment. We host a “Poetry Café” during April as part of the “Mix It Up” activities that promote anti-bullying activities in our school. We introduced video camera technology and created a poetry “slam” for visiting poet Sarah Holbrook. Faculty also arranged small group meetings with visiting authors for our aspiring writers.

Teachers address differentiation in the classrooms by offering “books on tape,” intervention services, and on occasion, abridged editions of literature. We provide alternate assessments to the Accelerated Reading Program, which allows students reading either above or below grade level to meet individual reading requirement for those selections that are not part of the Accelerated Reading Program.

Students are able to participate in “Battle of the Books,” a reading competition hosted by our school Media Specialist. This diocesan competition is for those students reading above grade level and is based on a set list of 85 books which were selected by the librarians. This is St. Paul’s third year participating in this challenging program that promotes literacy and higher level thinking.

### **3. Mathematics:**

K-2 are already aligned with Common Core Standards. Beginning in grade one, students use the Envision math program that utilize manipulatives to help students make the connection between the visual and the abstract. Simple Solutions is integrated into the curriculum beginning in first grade and provides ongoing review and scaffolding to the math program. St. Paul provides support not only to students, but to parents, as well. Parents and students are able to access online resources that are made available to them. Pre and post testing are utilized to determine areas of strength or deficiency. The school has a math enrichment specialist, who works with students performing above or below grade level for additional support and challenge. Smart board instruction, repetition, Brain Pop, quick checks and one-on-one tutoring further support instructional efforts at all grade levels.

The mathematical foundations are taught in K-4. At the 5<sup>th</sup> grade students above and below the expected level of performance are identified and pull-out or supplemental instruction, along with groupings, are used. Terra Nova test results, classroom performance, teacher observation, and parental input guide in the placement process. A more definitive grouping is used at the 6<sup>th</sup> grade for remedial and accelerated instruction. At the 7<sup>th</sup> grade students are placed in traditional, remedial, or accelerated math curriculum (Advanced Math-Pre-Algebra). At the beginning of 8<sup>th</sup> grade, students are placed in remedial, traditional, Advanced Math (Pre-Algebra), or Algebra I classes.

The measure of success is via Terra Nova Test scores, but also, success in high school. Communication is typical between St. Paul and the high schools where our students attend. We attempt to track our former students as they progress through high school and measure their preparedness for the high school curriculum and college readiness. We regularly communicate with the high school instructors, especially at the freshman level so there can be a seamless transition. Since the program has been in place, we have more students than ever entering and being successful in Honors Geometry as freshmen and honors Algebra I. One high school had to add a section of Honors Geometry because we were sending them so many more students prepared at that level. Last year from the diocesan schools, only seven incoming freshmen were invited to take Honors Geometry and Algebra II at the same time; four out of the seven were from St. Paul School!

### **4. Additional Curriculum Area:**

Performing/visual arts - The St. Paul art instruction encourages problem solving strategies that extend beyond traditional arts instruction and embrace the critical thinking philosophy of St. Paul School. Art lessons incorporate history, design, media, and reflection/discussion about merits of individual works of art. Our two art teachers (one of whom has been on the curriculum committee for nearly 25 years) host an annual art show that is incorporated into our school-wide Open House, and our students work is also highlighted in the Diocesan Art Show. All students visit the Columbus Art Museum and The Cleveland Museum of Art during their career at St. Paul School. Many of our 8<sup>th</sup> grade students also visit the National Museum of Art on the annual Washington D.C. trip. Student art pieces were also selected and framed for use in the new Children's "Close to Home" facility in Westerville.

In 2009, St. Paul School added a full-time instrumental music instructor to the faculty. His instructional methods include Smartmusic, which provides feedback as an integral part of performance assessment. He also directs band, jazz band, and strings, orchestra.

Our K-3 music instructor and director of the St. Paul Youth Choir was recently featured in *The Columbus Dispatch*. The choir partners with St. Joseph Cathedral's choir twice a year and jointly performs Handel's "Messiah" at our church. *The Dispatch* states that the combined choir exhibits "...purity of tone, careful attention to intonation and dynamics, and sensitivity to the text." A choral CD is professionally produced and marketed through the school. The St. Paul Choir has also attended and performed in the Ohio Choral Directors' Association Conference Concert.

Our grades 4-8 vocal music teacher annually presents a 4<sup>th</sup> grade Christmas Concert, a 5<sup>th</sup> grade Patriotic Concert, a 6<sup>th</sup> grade Musical, and an 8<sup>th</sup> grade Talent Show. Our music faculty also arranges the vocal presentations at school-wide Masses in which vocal music students often cantor, while our instrumental instructor adds sacred music to the Liturgy.

## **5. Instructional Methods:**

St. Paul School is comprised of a fairly homogeneous group of students. Most are Catholic, high achievers academically, and in a strong socio-economic strata. In recent years, St. Paul has reached into the community to include a more diverse student population that includes more Asian, African American, and Hispanic students and those in lower income groups. While we are not covered under Westerville or the city of Columbus' ESL support system, St. Paul has made strides in dealing with multi-lingual students to provide a smooth transition into our learning community.

Currently, 4.39% of St. Paul students receive special services, both academically and through guidance interventions. Our school is staffed with twelve fulltime and two part-time resource teachers/specialists. In addition, St. Paul employs five fulltime and fifteen part-time paraprofessionals who add academic support to students in the classroom setting on a daily and ongoing basis.

St. Paul utilizes technology and modifications to supplement student learning at both ends of the academic spectrum to scaffold multiple learning strategies. Many of our current reading selections are available online or in audio versions that enable students to receive information in multiple formats. "Smart response" is another tool that is connected to the Smart Boards that are located in every classroom. Further, the paraprofessional staff is able to assist in administering assessments orally to students who have learning, auditory or visual challenges. One-on-one tutoring and pull-out opportunities exist for students performing above or below class level expectations. Our fulltime guidance counselor assists in interpreting Terra Nova and In View test results to assist in guiding instruction for individual students or subgroups. The entire IAT process and team supports the school's mission of addressing the needs of the "whole student." The team establishes a plan in conjunction with parents and teachers, and provides consistent and ongoing follow up. The success of these strategies is highlighted when many times, after two or three years on a service plan, the student "graduates" and no longer requires the additional support.



## **6. Professional Development:**

Five years ago the present administration initiated a comprehensive professional development program that further emphasized the alignment of standards, curriculum, and assessments with research-based 21<sup>st</sup> century teaching and learning instruction. This goal of this plan was to ensure that teachers understand not only the importance of 21<sup>st</sup> century skills but how to integrate them into daily instruction as facilitators of learning.

Professional development sessions include but are not limited to: technology enhanced problem-based/inquiry teaching and learning, higher-order thinking and questioning skills, authentic assessment, curriculum mapping, analysis of testing data, standards-based assessment and transparent learning. On-site professional development is provided on early release days that are set aside in the calendar specifically for PD, which is also conducted during faculty meetings. Teachers regularly attend workshops at the state and local level. In addition, teachers are given the time and resources necessary to work in cross-grade level collaborative groups. These professional development opportunities have provided the scaffolding for our current focus on the Common Core.

In order to provide a seamless transition of 21<sup>st</sup> century skills to actual classroom practice, professional development was further integrated into the teacher evaluation process as part of the school's comprehensive plan. The process begins with immersing teachers in the goal-setting process each year, and is developed through teacher self assessment based on previous observations by the principal that are focused on the standards set forth by the Diocese of Columbus. These goals are approved with input from the principal. Throughout the school year teachers collect evidence for their portfolios to support the goals they have set. Evidence includes student artifacts, lesson plans, an analysis of testing data, and teacher reflections. At the end of the school year the completed teacher portfolios are submitted to the principal for a review using a rubric that provides feedback to each individual teacher. The data are used for future goal-setting when teachers are then given time to share their portfolios at the opening staff meeting the following school year.

Finding a direct relationship to professional development and student achievement gain is complex. St. Paul teachers have been immersed in examining practice, the development and implementation of research-based instructional strategies, and collaborative work. Relevant and ongoing professional development has led to the building of a strong community of reflective practitioners armed with the knowledge and skills sets necessary to ensure all students achieve.

## **7. School Leadership:**

St. Paul School is led by a full-time principal and assistant principal who strongly support the belief that achievement levels of students immersed in a learning environment energized with gospel teachings, moral values, and the practice of faith surpass their national and state counterparts. The achievement gains of all of St. Paul students are proof of this belief statement. Further, the administration holds that it is time for all Catholic communities to take ownership for their part in the renewal of our schools.

In addition to serving as the spiritual and educational leaders of the school, the administrators seek to empower teachers with the knowledge, skills, and resources necessary to design instructional strategies and faith-based learning environments that have been proven to improve student achievement. The administrators serve as catalysts for the acquisition of teacher knowledge and the implementation of innovative teaching and learning strategies. This is done in collaboration with input from the teachers, School Advisory Board, Parent Activity Committee, parish staff, and the pastor of the parish.

The administrators are responsible for the initial analysis of student achievement data annually. Findings are then shared with the teachers and gaps in student achievement are identified and analyzed by the teachers in grade level teams. The principal also meets individually with teachers and teams to review

student achievement gains in regard to Adequate Yearly Progress. Four year results from a partnership with Battelle for Kids indicate that our students continue to perform at or above the estimated mean scale.

In the last five years the current administration focused on increasing academic achievement and competitiveness in the following areas:

- Supplementing para-professional hours
- Enhancing the amount of instructional and planning/conferencing time
- Adding additional days to the school calendar
- Increasing communications to parents through email blasts, parish bulletin articles, and monthly newsletters
- Moving to all-day kindergarten
- Introducing Spanish to middle school curriculum
- Restructuring math program to include courses for advanced math and remediation
- Implementing a process for accelerating students
- Establishing the Intervention Assistance Team process
- Augmenting/increasing support services for at risk students
- Developing and implementing comprehensive professional development plans

By keeping focus on the whole student and the goal of academic achievement at St. Paul School, not only is student and teacher performance enhanced, but the atmosphere in the building has grown to one of excellence and high expectation.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<u>\$3675</u>	<u>\$3675</u>	<u>\$3675</u>	<u>\$3675</u>	<u>\$3675</u>	<u>\$3675</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$3675</u>	<u>\$3675</u>	<u>\$3675</u>	<u>\$3675</u>	<u>\$0</u>	<u>\$0</u>
<b>12th</b>	<b>Other</b>				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$4169

5. What is the average financial aid per student? \$1914

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
5%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 51%

## PART VII - ASSESSMENT RESULTS

### NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: Third Publisher: CTB McGraw Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	83	82	77	70	77
Number of students tested	89	97	100	92	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
St. Paul School does not have any subgroup that consists of 10 or more students per grade level. St. Paul School did not begin testing our third grade students until the 2008-2009 school year.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: Third Publisher: CTB McGraw Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	75	76	76	69	78
Number of students tested	89	97	100	92	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
St. Paul School does not have any subgroup that consists of 10 or more students per grade level.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: Third Publisher: CTB McGraw Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	79	79	65	72	72
Number of students tested	104	94	93	103	100
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
St. Paul School does not have any subgroup that consists of 10 or more students per grade level.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: Third Publisher: CTB McGraw Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	74	74	69	73	73
Number of students tested	104	94	93	103	100
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
St. Paul School does not have any subgroup that consists of 10 or more students per grade level.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: Third Publisher: CTB McGraw Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	80	73	76	72	69
Number of students tested	94	92	104	104	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
St. Paul School does not have any subgroup that consists of 10 or more students per grade level.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: Third Publisher: CTB McGraw Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Sep	Oct	Sep	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	77	70	73	75	78
Number of students tested	94	92	104	104	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
St. Paul School does not have any subgroup that consists of 10 or more students per grade level.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: Third Publisher: CTB McGraw Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	80	84	77	76	71
Number of students tested	96	98	97	96	91
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
St. Paul School does not have any subgroup that consists of 10 or more students per grade level.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: Third Publisher: CTB McGraw Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	80	79	82	83	83
Number of students tested	96	98	97	96	91
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
St. Paul School does not have any subgroup that consists of 10 or more students per grade level.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third Publisher: CTB McGraw Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	85	80	78	73	75
Number of students tested	101	95	96	92	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
St. Paul School does not have any subgroup that consists of 10 or more members per grade level.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third Publisher: CTB McGraw Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	83	83	81	82	84
Number of students tested	101	95	96	92	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
St. Paul School does not have any subgroup that consists of more than 10 members.					

13PV54

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Terra Nova

Edition/Publication Year: Third Publisher: CTB-McGraw Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	80	80	73	79	76
Number of students tested	90	92	87	90	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
St. Paul School does not have any subgroups that consist of 10 or more students per grade level.					

13PV54

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw-Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	88	86	83	83	80
Number of students tested	90	92	87	90	90
Percent of total students tested	100	87	87	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
St. Paul School does not have any subgroups that consist of 10 or more students per grade.					

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